

# Elections and referendum today

See p. 4-5

As three of the drafters and movers of the proposed amendments to the Students' Society constitution, we wish to outline to the electorate the important changes they would bring about: 1. They give to the School and Faculty Societies the power to determine methods of binding instruction and impeachment of the Students' Council representatives, as well as officially recognizing a broad representative function for these societies; 2. They incorporate the principle of representation by population on Students' Council (one representative for every 600 students),

a University affairs Vice-President, a speaker to serve as chairman of meetings and a judicial Board with final powers. These amendments, if passed, can hold the Students' Society together and transform it representative and accountable union of students. We urge all students to vote and make this a reality.

Robert Hajaly, President, Students' Society  
Chris Hoffmann, Internal Vice-President  
Ian Hyman, External Vice-President.

## McGILL DAILY

Vol. 58 — No 84 Montreal, Wednesday, March 5, 1969, three cents

### They can still find a couple of things they can agree on

by Pego Brennan

Stan Gray, the young radical, and Charles Taylor, the middle-aged I-was-a-radical-once-too, yesterday agreed that society needs change, but disagreed on the concept of a critical university.

Gray, whom the administration is trying to get rid of, said the whole problem is one of the university's commitments to society.

He said the way the university has to educate is related to the needs of outside government and industry — and in this way, the university serves the needs of exploiting groups within society.

Taylor called the present system "unlivable", but he did not agree that the cause is the university's relation to society.

He admitted the university has never been separated from society and that it does train people for necessary roles.

Gray said theory cannot be divorced from action, and so people must make conscious choices and then act on them, rather than sit around and debate.

Taylor countered that the death of thought would be the death of the university; he said the power

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#### SENATE

Senate meets today at Macdonald college for what it is worth. If you can get out there (and want to see Senate), they may discuss composition of deans' selection committees and admissions policy for CEGEP graduates (for more on that, see pages 11-12).



Daily photo by Ian Mendelzys

The last panel in yesterday's day-long PSA teach-in discussed the Media and the University. All the speakers (from left to right Harry Thomas, embattled editor of the Reporter; Mark Starowicz, beloved editor of the Daily (both with stars in their eyes); moderator Peter Deslauriers; Terry Moore, education reporter for the Star;

and Arts and Science dean-elect Donald Theall agreed that there is no such thing as "objectivity" in news reporting. No great admission — even Henry Luce, editor of Time before his demise a few years ago, publicly said the same thing.

### Offers trade: Catholic Church for McGill

## Frost does nothing unusual

by Sheryl Taylor-Munro

Stanley Frost, Dean of Graduate Studies, gave "historical forces" as his defence against the attacks on McGill as the symbol of English-Canadian oppression in Quebec at yesterday's Political Science Association teach-in.

The attacks were made by Neil Bergeron, a French-Canadian literature professor at Sir George Williams University and another member of the panel on the topic "McGill in the Quebec context".

Frost continued his reasoning: "When the French came, the Indians didn't like it. When the British came, the French didn't like it. Since then, there have been the Irish and a large number of Jews".

This last reference provoked considerable hissing from the audience to which Frost replied: "There's nothing wrong with being a Jew".

His solution to the problem was the intermarrying of the two groups similar to what he said happened when the Normans conquered England "and produced the most remarkable language in the world, the one which you are now speaking".

According to Frost if the French are in an inferior position now it's due simply to their choice of investments.

"While the English recognized the need for education and put their money into schools, the French put theirs into the Catholic Church. I'd be more than willing to turn over McGill to the French if they'd be willing to give us all the money they've put into their Church", he said.

But not to give the impression that he thought there wasn't room for McGill anywhere in French-Canadian society Frost suggested that McGill could act as an interpreter between French and English-Canada.

Obviously having second thoughts at his own suggestion, he added: "But I doubt that this would be possible or even a necessary role. The rest of Canada knows what Quebec wants".

Other members of the panel, Bergeron in particular, referred to the French-Canadian Studies Program as "tokenism" from English Canada.

"There seems to be an inferiority complex here. When there is a culture with a literature and a language it is perfectly conceivable that

someone should want to study it. If you have any complaints you can speak to that eminent Frenchman Laurier LaPierre", replied Frost.

When the questions of class-struggle were put to Frost, he described this concept as "so much poppycock".

"Class and bourgeois are just intellectual terms" he said, "As you get older you'll discover that there is a fluidity between the two".

Frost's sentiments were echoed by another panel member, NDPer C. G. Gifford of Social Work.

"I consider disruptions to be stupid as they first alienate support and second they interfere

Continued on page 3

Candidates and other interested parties in today's Executive elections are reminded that absolutely no form of campaigning may take place prior to the opening of the polls or while they are in operation.

Chris Portner  
Chief Returning Officer.



# today

MOC: Slides of Middle East "Outing", B26 1 - 2 pm.

ARCHITECTURE: Constitution referendum, exhibition room, 9 - 4.

YOGA: Rm. 307, Union, 4:20 pm.

SANDWICH THEATER: Match Play, by Lee Kalcheim, Union Theater, 1 pm.

UNITED STATES SOCIETY: "Imperialist Culture", B123-24, 8 pm.

DEBATING UNION: Malcolm Muggeridge, Union Ball Room, 1 pm.

COMMERCE UNDERGRADUATE SOCIETY: Open meeting, amendments and constitution, L219, 1 pm.

## 'Daily' ends year

The McGill Daily ceases regular publication for the year this Friday, March 7. A special 'Year-end' issue will be published Friday, March 14. Entries to the 'Today' column for the period between March 7 and March 13 must be in by noon tomorrow.

BAHAI ASSOCIATION: Open discussion, world unity, Union 124, 1 pm.

## ARCHITECTS

Amendments to the constitution of the Architecture Undergraduate Society are on the block today, with a fifty per cent turnout required to pass them. The amendments include the creation of two new executive positions; voting is in the exhibition room, from 9 am to 4 pm.

CHEMICAL INSTITUTE OF CANADA: Molson's tour, O.M. room, 2:20 pm.

CYCOM: Beginners Fortran tutorial, E406, 3 pm.

CYCOM: BAP tutorial, E406, 3 pm.

COMMERCE UNDERGRADUATE SOCIETY: Executive elections, poll, Leacock Lobby, 9 - 4 pm.

RADIO MCGILL INSOUND: Special election coverage, reports of events as they happen campus-wide, 12 - 2, 4 - 6 pm.

CHEERLEADERETTES: Practice for all interested in trying out for 69-70 squad, RVC gym, 1:15 pm.

BIOLOGICAL SOCIETY: Two award winning films on ecology, Stewart S4, 1 pm.

CHEMICAL INSTITUTE OF CANADA: Dr. A. S. Perlin, "The Carbohydrates in Perspective", OM 112, 1 pm.

"3465" MCGILL: Carl G. Jung, 1 hour filmed interview, Palmer Howard Auditorium, McIntyre Medical Building, 8 pm.

PHOTOGRAPHY CLUB: 3 more days for entry to exhibition.

LADIES' JUDO: 7:30 pm, cancelled this week.

FLYING CLUB: Ground school training, E210, 7 pm.

CERCLE FRANÇAIS: Conférence sur la Russie, 1 pm.

DUPLICATE BRIDGE: Union Coffee Lounge, 7:15 pm.

FLYING CLUB: Short meeting for those who would like to take a tour of the Air Canada base at Montreal International Airport, E204, 1 pm.

ITALIAN SOCIETY: Important meeting for dinner and dance people, Union 307, 1 pm.

WAA: Executive elections and constitution, open meeting, 5:15 pm, RVC Common Room.

## Commerce Elections

### LOCATION OF POLL

Leacock Lobby

9 - 4 pm

B'NAI B'RITH PRESENTS

## Oscar Peterson

& his trio

Sunday, Apr. 6

8:30 pm

Place des Arts - Salle Wilfrid Pelletier

Tickets on sale at Union Box Office and at McGill Hillel House, 3460 Stanley St.

All proceeds to B'Nai B'rith Philanthropies

## asus elections today

for the position of President, Secretary, Treasurer, and Fourth Year Class Representative.

Polls, to be open from 9 am to 4 pm, will be located in the following buildings:

- Arts Building
- Leacock Building
- Stewart Biology Building
- University Centre
- Physical Sciences Centre

Full time ASUS members in any year may vote for the first three positions mentioned. Only students in B.A. or B.Sc. 3, 3R or 4R may vote for Fourth Year Rep.

Only those presenting I.D. Cards and signing the necessary book will be permitted to vote.

Howard Stanislawski  
Chief Returning Officer

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## Referendum Motion re Incorporation

The following motion must be approved by the membership of the Students' Society in order to effect the transferral of assets from the old association to the new corporation, the Students' Society of McGill University and thus render the incorporation effective:

**WHEREAS** the Students' Council of the Students' Society of McGill University decided that the affairs of the Society could be administered in a more orderly manner if the Society were incorporated as a corporation without share capital; and

**WHEREAS** the Students' Council has had incorporated on the 11th day of September, 1968, a corporation without share capital under Part III of the Companies Act, Province of Quebec, bearing the name "The Students' Society of McGill University", and having as its principal purpose the grouping and representing of the students registered at McGill University;

### BE IT RESOLVED:

- (1) That all of the assets of the unincorporated body known as The Students' Society of McGill University be and they are hereby donated to the incorporated body also bearing the name The Students' Society of McGill University; and
- (2) That the Students' Council of The Students' Society of McGill University be and it is hereby authorized to effect the said donation by formal deed, which deed be executed by any two members of the Executive Committee who shall be designated by a resolution of the Students' Council.

ATTORNEY FOR THE STUDENTS' SOCIETY

ARMENIAN STUDENTS CLUB: General election meeting, Union 123, 1 - 2 pm.

SEE

## EUROPE

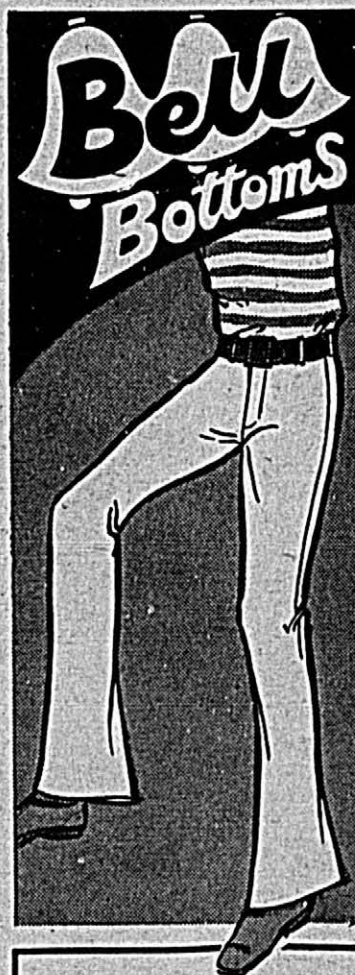
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# what's what

## PRE-MED

The Pre-Med society is offering a tour of RVH tomorrow afternoon from 1:30 to 4:30. Anybody interested can sign up in room B47 of the Union.

## DEBATING UNION

The Debating Union's competition for the Talbot-Papineau tournament for prepared speaking and the Reford cup for extemporaneous speaking will take place in B26 on Monday.

## CARL JUNG

The life and thought of Carl Jung is the topic of a BBC film to be shown tonight at 8 pm in the Howard Auditorium of the McIntyre Medical Building. Admission free.

## CMHC HOUSING INTERVIEWS CONTINUE

Interviewers from the Central Mortgage and Housing Corporation, who are conducting surveys into the housing needs of McGill students all this week, will be located today in the lobby of the McConnell Engineering Building from 9 am to 5 pm. Interviews will be held Thursday and Friday in the Stewart Biological Sciences Center.

## BLOOD DRIVE '69

Applications are now open for the following Blood Drive committees:

Art	Prizes
Communications	Promotions (2)
Fraternities	Refreshments
Opening Ceremonies	Transportation

Forms are available at the Students' Society office and must be handed in at the Union switchboard by 4 pm, Friday, March 7.

## ITALIAN SUPPER

"menu"

pasta  
pastry  
wine

Union Cafeteria - 6 pm - \$1.00

Tomorrow, March 6

## Students' Society Executive Applications

Applications are now open for  
**President, Debating Union**

Application forms may be obtained at  
the Union Switchboard

Deadline for applications:

**4 pm FRIDAY MARCH 14**

Ken Clowes  
Director  
Executive Applications

## Taylor-Gray...

Continued from page 1

struggle in the hiring and firing process was a "pernicious type of falsehood" which is mortal to universities.

Gray said university research funds come from the rich sectors of society — the corporations and the government, and so research serves their needs, not those of the poor or of labor.

He said the present structure of the university only tolerates radicals and revolutionaries as long as they don't act on their beliefs.

Taylor argued that in Gray's envisioned structure of a university, people would be hired for their commitments to specific groups.

A power struggle would thus be involved in the hiring and firing process and in this way the whole questioning process of the university would be hindered.

He said the purpose of a university is as an area for discussion of ideas in order to reach the "truth". Taylor said that in Gray's university, Gray's own assumptions would not be questioned.

## Frost et al...

Continued from page 1

with the continuation of business. Such means are a totalitarian tactic."

Like Frost he objected to Bergeron's claims that McGill was not fulfilling its role as part of Quebec. "We've done work here for the CNTU for example," he said.

Sam Noumoff of political science and Charles Leblond of Anatomy argued the question of how involved a Senate member and the Senate as a unit should become in non-academic issues.

"I want the thrust (of social implications of research) to come from the scientists themselves," said Noumoff.

Leblond answered: "I can have an opinion as a private citizen but I don't feel I can use my prestige as a senator on a subject which I know very little. I have no better an opinion on the teachers strike than any other citizen".

## PUNCH

Malcolm Muggeridge, former editor of Punch magazine and all-round iconoclast will speak today in the Ballroom at 1pm.

## Chemical Institute of Canada

Dr. A.S. Perlin

"The Carbohydrates in Perspective"

- of general interest -

TODAY

1 PM

OM-112

## - ENJOY -

Studies become easier as mental potential increases & nervous tension is reduced.

INTRODUCTORY LECTURE IN  
TRANSCENDENTAL MEDITATION  
OF MAHARASHI MAHESH YOGI

GUEST SPEAKER: MR. JERRY JARVIS

National Director - SIMS

Fri. Mar. 7

7:15 pm

L-219



## POST-GRADUATE STUDENTS' SOCIETY

## GRAD CENTRE OPEN

Temporary hours 9 - 6 pm

Information: 392-5899

Mr. Bill Firth - Building Manager

On the white referendum ballot, vote on TWO questions.

## MCGILL STUDENTS' SOCIETY

Do you approve of Constitutional Amendments as printed in the McGill Daily, March 3, 1969?

Indicate your choice(s) by filling in the appropriate ☐ with the special pencil provided

☐ YES  
☒ NO

Do you approve the transfer of assets motion printed on page 2 of today's McGill Daily, which is necessary to complete proceedings to incorporate the Students' Society.

☐ YES  
☒ NO

## Council delays French Daily

Students' Council last night passed a motion stipulating that a planned French edition of the Daily be published only after March 28, the day CEGEP students have planned a march on McGill.

Council last week had authorized \$1,000 for printing an extra 90,000 copies of the edition to be distributed to the students.

The issue was to appear tomorrow.

Seven councillors voted in favor of the motion to delay publication, and five against; the motion to authorize the extra expenditure had been passed unanimously.

## Developmental Psychology (302)

Planning to take this course next year?  
Concerned to improve teaching?  
Able to be a study-cell leader?  
Willing to prepare over the summer?  
Interested in special arrangement for course credit?

Call me:

John Nash  
Department of Psychology  
392-4694

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5, 7, 9, 11 pm  
PSCA  
Admission: \$1.00



# Students' Society - Constitutional Amendment -

## President

### Mike Clarke, Engineering

Mike Clarke is offering a change in the student government at McGill. As President, he will make the Students' Society the representative of all students. He feels that Students' Council must be responsive to all students.

He is committed to making the University a working democracy in which students take part.

He will initiate dialogue among all members of the University community to determine the role of McGill in Quebec and Canada.

He believes that "freedom of the press" means that the publishers as well as the editors, must determine the content of the Daily.

He will, in consultation with the student body, re-examine our affiliation with U.G.E.Q.

This is our opportunity, once and for all, to determine the direction of the Students' Society. The time has come for every McGill student to make the decision to elect a representative and responsive executive.



### Fred Herzog, M. Sc.

McGill Students reflect the same spectrum of political views that exist in the society: the Student Executive can either be an instrument for supporting the students' struggles to resolve the contradictions in their lives or it can be a tool for the self-perpetuation and promotion of the careerists who are its members. To date, the history of the students' society has been that of the latter, but now, when students are standing up and looking for an alternative, the executive can provide leadership by smashing the detachment of the Student Council from the students' lives and directing all its efforts against those forces that are holding back the students initiative. The New Left has shown itself in this respect to be no more of an alternative than the New Right.

Two alternatives then clearly exist: support for the eternal perpetuation of bureaucrats or vigorous leadership for the resolution of the students' problems.

A vote for the Progressive Slate is a vote for the latter. SMASH ELITIST POLITICS. POLITICS FOR SELF ADVANCEMENT. "PROMISES" ARE TO WIN ELECTIONS, NOT TO SOLVE PROBLEMS.

COMMITTEE TO SUPPORT HERZOG  
- HUMPHREY - HOFFMAN



### Julius Grey, Law

#### QUALIFICATIONS:

— Law student; formerly honours philosophy-economics — University Scholar every year in arts — Students' Council Rep. 1968 — Student Senator — NDY executive: McGill Daily; AIESEC — College Bowl Team.

#### PLATFORM:

● Pluralist University with freedom of thought; democratic structure; ● New legal code to give rights, not privileges and establish appeal procedures; ● UGEQ with dignity; insist on minority rights; ● English-language education; ● End clique rule and professional politics in S.C.; ● Encourage many different kinds of teaching experiments; ● Stricter financial auditing; ● Housing, legal aid, and summer jobs as priorities; ● Press for trimester system; ● Support expanded use of French in business and at McGill; ● Decentralisation of power in student affairs



### Steve Peck

#### MAJOR POSITIONS HELD:

PRESIDENT, Gardner Hall, 1968-69 — MEMBER, University Residence Council, 1968-69 — MEMBER, Students' Athletics Council, 1967-69 — MEMBER, Inter-Residence Council, 1967-69.

#### PLATFORM:

● Students' Society presided by a student, not a "professional" President; ● Comprehensive attack on McGill's housing problems with positive action towards residence integration and Co-op construction; ● Decentralization of Students' Society, delegating more responsibility to faculty and departmental associations; ● Recognition of and support for departmental student associations, including establishment of comprehensive tutorial programmes ● Strong support for constitutional amendments; ● Improved library services, specifically longer hours.

Change towards dynamic, positive action is necessary if the Students' Society is to fulfill a constructive capacity within the university. Slates and "professional" council — members must be replaced by students genuinely concerned about the university. It is time for an independent — puppets should be removed from control over the Executive.



## Vice-President - External

### Barry Dolman

has withdrawn from the election,  
but his name will appear on the ballot.

### Marc Ryan, Engineering

#### QUALIFICATIONS:

● Engineering Representative Students' Council (1968); ● Member, Senate Committee on Communication of Information; McGill UGEQ Delegate (1966-1968); ● Editorial Board, ISA Forum (1968-69); ● Scarlet Key Society; ● CESGQ Delegate (1966-1968).

#### PROGRAMME:

● Institution of parallel and new French language courses; ● move towards a bilingual university; ● oppose discriminatory admissions policy re French and future English CEGEP graduates. ● Intensive study of McGill's role in the University of Quebec. ● Increase the number of students on Senate, to make possible representation by Faculty. Representatives responsible to Council except on issues of primary concern to a specific Faculty. ● Effective co-ordination between Students' Society, Faculty Societies and Departmental Associations to expedite educational reforms. ● Oppose any stand by UGEQ on "la question nationale" to avoid fragmentation of student movement along linguistic lines. ● Change UGEQ's Constitution to make it more representative of student interests in Quebec. ● Continuous University Library operations; ● Coordination of Trimester system with Work-study Programs.

COMMITTEE FOR WONG-RYAN-VERALL



### Eric Hoffman, Science

Is U.G.E.Q. a "progressive" organization or is it just merely putting forward this facade? Does U.G.E.Q. serve the interest of students at McGill and the other Quebec universities or is it just another outpost for careerists? Does U.G.E.Q. involve itself with the students problems and thereby serve their interests or does it merely serve its own bureaucrats and essentially elitist ends? After investigation and analysis, our stance does not think that U.G.E.Q. works to serve the interests of Students. We ask that McGill students examine the actions of U.G.E.Q. and determine in a mass democratic fashion in McGill should be represented in U.G.E.Q.

All Quebec students in universities, CEGEPS, high schools, etc. experience the same basic problems in their education, namely detached course content, exams that test memorization of facts and arbitrary rules and regulations to 'keep you in place'. We must all struggle together to solve these fundamental problems in our lives.

SUPPORT ACADEMIC INVESTIGATION  
OPPOSE IVORY TOWER INTELLECTUALISM  
COMMITTEE TO SUPPORT HERZOG-  
HUMPHREY-HOFFMAN



### Martin Shapiro, Science

#### EXPERIENCE:

● J. W. McConnell Scholar ● Editor-in-Chief, Old McGill '69. ● Intercollegiate Debating Team (1966-69); ● University Scholarships Committee; ● Managing Editor, Public Address (1967-68) ● Fourth year science student, math, major.

#### PROGRAMME:

● The executive must represent the views of all the students, not just a radical elite. ● Reassess UGEQ role: If it continues to support separatism, condone violence and oppose English language minority rights, we should withdraw. ● Oppose radical slate, anti-democratic radical tactics, and violence. Students should not seek confrontation with the administration and faculty as the radicals would have us do. We must press for reform, not revolution. ● Support efforts to reform the lecture system, the grading system, and science labs. Funds must be channelled into the now stagnant Department of Higher Education for educational technology programs. ● McGill must actively support efforts to establish a second French-language university in Montreal. ● A bilingual McGill is both impractical and self-defeating. ● Elimination of discriminatory scholarships: ● Establish viable links with the French-speaking academic community.





# Executive Elections Motion to Transfer Assets

## President

**Glenn Ruiter**

has withdrawn from the election, but his name will appear on the ballot.

**Paul Wong, Arts**

### QUALIFICATIONS:

● President, Secretary (67-68), Class President (66-67), ASUS; ● McGill CCN (UGEQ) Delegation (67-68); ● ASUS UGEQ delegate (67-68, 68-69); ● Student Rep., University Libraries Committee; ● Student Rep., Political Science Department.

### PROGRAMME:

● Decentralization of Power from Students' Council to school and faculty societies; ● Creation of a continuous body of SC Executive and faculty society Presidents to establish equitable grants system, accountability of student senators; ● Recognition and financial support of departmental associations; ● Student participation in selection of administrative and academic personnel; ● End separation of academic and fiscal decision-making, single governing body with parity student-faculty representation; ● Selection of student reps on Senate committees by Students not handpicked by Senate Nominating Committee; ● Encouragement of inter-disciplinary approach to curriculum planning; ● Code of Standards and discipline applicable to students, faculty and administration; ● Statutory right of appeal re: tenure and dismissals, academic matters.

COMMITTEE FOR WONG-RYAN-VERALL



## Vote Today

### Location of Polls:

Arts Building	9 am - 4 pm
Leacock Building	9 am - 4 pm
University Centre	9 am - 4 pm
Stewart Building	9 am - 4 pm
McIntyre Building	9 am - 4 pm
Strathcona Building	9 am - 4 pm
McConnell Building	9 am - 4 pm
Physical Sciences Centre	9 am - 4 pm
Otto Maass Building	9 am - 4 pm
Law Building	9 am - 2 pm
Wilson Hall	9 am - 5 pm
Mtl. Gen'l Hospital/Med Students Locker-room	12 noon - 2 pm
Royal Vict. Hospital/Med. Students Locker-room	12 noon - 2 pm
Bishop Mt. Hall	12 noon - 2 pm
R.V.C.	12 noon - 2 pm

- Any full or partial student may vote at any of the Polls.
- Absolutely NO person will be permitted to vote without their McGill ID card or replacement stub.

Chris Portner  
Chief Returning Officer

## Vice-President - Internal

**Sarah Humphrey, Arts**

Are issues such as the improvement of food, a news stand or a discotheque important? These issues serve mainly to obscure the fundamental issue for students — that of the classroom. A bureaucracy in the Students Society prevents any discussion of the issues important to students. Student Council cannot remain detached from the problems that directly concern students. Instead of learning through scientific investigation and participation in the development of ideas, we are oppressed by the content of our courses which present "facts" to us as something "out there," wholly removed from our lives. These "facts" that we are forced to memorize are isolated and detached from one another; our courses discourage genuine investigation and participation and, instead, furnish us with reactionary training.

Internal Vice-President must consciously work to resolve these student problems and must encourage the students' struggles in the classrooms.

SUPPORT ACADEMIC INVESTIGATION, OPPOSE IVORY TOWER INTELLECTUALISM

COMMITTEE TO SUPPORT HERZOG-HUMPHREY-HOFFMAN



**Marg Verrall, Education**

### QUALIFICATION:

Education Representative on Students' Council (1969); Member, Students' Society Education Committee; Co-ordinator, Students' Society CEGEP Program; Member, Senate Collegial Studies Committee; Executive of Macdonald Students' Council (1968); Gold Key Member (1967, '68).

### PROGRAMME

● Establishment of Union Newsstand, renovation for weekend discotheque, application for liquor licence; ● Concrete accessibility of Union meal facilities to students in residence as an alternative to Bishop Mountain Hall; ● Increasing Union space by removal of bookstore (7600 sq. ft.) to new or renewed University building; ● Revenue from Cafeteria based on percent of gross sales rather than ambiguous "net profit" clause.

### University Housing

● Urge investment of University assets by Board of Governors in Student Co-op, should Québec refuse McGill's capital submission; ● Student control of the design and social arrangements in the new proposed University Residence; ● Conversion of University property in the ghetto into student co-ops.

### Birth Control

● University must recognize the inadequacies of the Student Health Clinic especially in its role as a source of Birth Control information; ● An expanded Edition of the Birth Control Handbook.

COMMITTEE FOR WONG-RYAN-VERALL



**Dave Young, Arts**

### BACKGROUND:

Fourth year Honors economics and political science; Co-Director, McGill Conference on Student Affairs; Chairman, 1968 McGill Freshman Reception; Chairman, 1968 McGill High School Debating Tournament.

### PLATFORM:

#### UNIVERSITY STRUCTURES:

● Student PARITY on departmental committees, TRIPARTITE on university-wide bodies. ● Support legitimate direct action, but CONDEMN VIOLENCE. ● REPRESENTATIVE formula for student senators, not solely academic divisions. ● REFERENDUM on library questions.

#### INTERNAL AFFAIRS:

● Wider use of Union space in peak hours. ● REALIGN Students' Society to ensure more responsible membership. ● Services to students on a COST BASIS (eg: bookstore, Buildings and Grounds). ● Student co-op a MUST. ● Co-operate with residences on new HOUSING and CATERING. ● Permanent liquor licence for Union.

#### S.C. EXECUTIVE:

● REJECT ideological executive unresponsive to different campus opinions. ● Larger executive: each member must concentrate on own jurisdiction. ● Student referendum on UGEQ if separatist policy is not dropped.



**Victor Loewy, Arts**

### PRIORITIES

**Cafeteria** ● Lowering of food prices through amalgamation of all vending operations throughout university by reducing overhead; ● Opening of Pizza Counter ● Opening of a licensed "Body Shop" (Discotheque) and outdoor Bistro.

**Internal Affairs** ● Immediate action on student housing, cooperation with U. of M. and S.G.W.U. on this question ● incorporation of lower McTavish Street into McGill campus.

**Executive Policy:** ● Introduction of new academic courses upon student demand ● Full participation on Dept. Committees and Democratization of Dept. Student Associations ● Initiation of trimester system.

### BACKGROUND

Chairman, Cafeteria Coordinating Committee, 1968-69, Pre-University Affairs 1968-69; CO-OP Committee 1966-67.





# McGill and the bomb

## *A dialogue*

Sir,

I should like to answer the open letter written to me by Mr. Ticoll. I would assume, knowing your reputation for objectivity and your wish to present in fair-minded fashion both sides of any question that you will accord as prominent a position to my letter as you have done to that of Mr. Ticoll.

Mr. Ticoll said, and I assume he was listening as he spoke, "McGill University puts her resources and personnel at the disposal of the military". He then went on to detail the chemical research, and research into motion sickness done by the McGill professors and graduate students at McGill. He then pointed out, in the same context, that 3 staff members and 19 graduates participated in the Canadian phase of the scientific research which led to the development of the atomic bomb. My point, very simply was that McGill had nothing to do with this at all.

Mr. Ticoll, one of the characteristics of the non-scholar is that he rarely quotes from a primary reference but uses a tertiary or quaternary one, and you are no exception. You quote from Fetherstonhaugh who cites as his unimpeachable source, of all things, the McGill News who obtained their information from somewhere else. Let me state unequivocally that no staff member, connected with McGill, and no graduate students were involved in this project. Epstein, (listed by Fetherstonhaugh as a Demonstrator in Chemistry), joined the Canadian Atomic Energy Project in June 1944 after he left McGill. Cipriani (listed as a Demonstrator in Electrophysics) came to the Atomic Energy Project from the Canadian Army. Peirce was indeed a Professor of Radiology, but he was on leave to the Navy. He was not a member of the Project, but a valuable consultant who appeared once a month. He was the only one of the three who even had a formal McGill connection and thus the only one who went back to McGill after the war. The 16 others as Fetherstonhaugh points out had McGill Ph.D.'s.

So what personnel or facilities did McGill place at the disposal of the Canadian Atomic Energy Project? The answer is none! The project had no connection at all with the University. You can't even make the claim that the McGill training had made them peculiarly suitable for this project. All had to be trained ab initio, because of the specialized nature of the scientific work. McGill had no control over these scientists once they left the University. Should you end up in penitentiary sometime after you leave McGill I would hope that you wouldn't castigate the University for this!

Now, I appreciate very much the fact that you have omitted my name from your paper in order, as you so delicately put it, not to subject me to criticism for sins which I committed 25 years ago. This Mr. Ticoll is a form of delicacy which I must confess I hadn't attributed to you prior to this time. I asked a question at the Senate Meeting and your answer was that Canada was not wrong in entering World War II and McGill was not wrong in participating in the war research. I was relieved to hear this. It is well to point out the fact that many thousands have died and many thousands contributed a great deal so that you should be free today to spout the nonsense which you do.

What you are doing though is pointing out one of the pieces of war research, not done by McGill as I have shown, and calling this sinful.

I wonder how much reading you have done about Canada's role in atomic energy. I suggest first of all as required reading for you, a book by Wilfrid Eggleston, published by Clarke Irwin entitled "Canada's Nuclear Story". There you will find a complete factual, well-documented description of what Canada's role was. The project was indeed entitled Atomic Energy Project and had no relation to bombs. Canada was at no time involved in the development of the atomic bomb. We were involved in the attempt to get cheap electrical

power out of nuclear energy. The fact that this was a resounding success is a matter of history. Canada's role in the United Nations where she has a seat on the Security Council is to a large extent due to the fact that she had this know-how. Canada has been able to bring the peaceful fruits of atomic energy to developing nations to help in the attempt to raise their standards of living. As a by-product of this work many patients suffering from cancer have had their suffering alleviated and years added to their life. Canada's contribution to this role is found in virtually every modern hospital in the world. The fact that we are able to build a nuclear power station some 60 miles from Montreal to provide electrical power obtained from nuclear sources is something which apparently Mr. Ticoll knows nothing about. I can guarantee him that it is a direct product of this type of work which he so ignorantly derides. (Is this aspect socially relevant, Mr. Ticoll? Ask the worker in the factory whose livelihood will depend on this supply of electrical power?)

Should the Americans not have done the research leading to the bomb? It is a matter of record that the first atomic bomb project, chronologically speaking, was organised in Nazi Germany. (See "Virus House") or the "Story of the German Atomic Bomb" by David Irving.)

I am not going to get involved in the discussion as to whether or not the American atomic bomb should have been dropped. It is a matter of history that hundreds of scientists in the American Manhattan Project petitioned President Truman and his advisors not to drop the bomb. The records of the scientists in this matter are quite clear and this has been documented by many. The fact that their reasoned arguments did not appeal to the political and military scientists that surrounded the President is one which should give Mr. Ticoll a cause for worry when he looks at his own discipline.

Of one thing I am certain. If the Germans had been able to manufacture a bomb (and they tried) there would have been no hesitation about dropping it. Their record of annihilation and extermination is abundantly clear! No scientists circulated petitions in Nazi Germany.

In somewhat naive and childish fashion Mr. Ticoll makes the assumption that I have tried to keep the list in Fetherstonhaugh a secret. It is obvious that Mr. Ticoll has spent very little time at the University of Montreal (where some of us incidentally do indulge in real French-English cooperation rather than just talk about it). If he visits the University he will see in the Cour d'Honneur a huge bronze plaque about 3 feet by 5 feet publicly displayed naming and honoring those who participated in the Canadian Atomic Energy Project. I am proud to have my name as one of these. Does he think that I go up there everyday and draw a curtain over it so as to hide it? I am proud of the role which I played in the war, and the years which have followed it. I feel that in my own small way I have contributed to Canada's future, aid to developing countries (also apparently kept secret), and the preservation of a free society. I hope that in 25 years time Mr. Ticoll will be able to say the same. History, assuming that he will be accorded a mention, will be the judge!

L. Yaffe,  
Chemistry Department

### Mr. Ticoll replies:

Let me first say that I find it not untypical that Mr. Yaffe is prepared to go to extreme lengths to quarrel with a minor point made in my paper, but is not similarly inspired to enter into a substantive discussion of the issues I was to raise. As a Senator, he is well aware of the usefulness of such diversionary tactics. Mr. Yaffe even attempts to resort to a sort of discipline, in

his suggestion that I ought to refer to primary references (note, please, that my non-primary reference is using as a direct reference the Canadian Minister of Munitions and Supply; also note that Mr. Yaffe refers me to Canada's Nuclear Story — is this a primary reference?)

The allusion to the atomic bomb research was within the context of a discussion of the political nature of McGill's activities. I was trying to show that, historically, McGill has never been an ivory tower, but has always been prepared to effectively place her resources at the disposal of the dominant interests in society. At times this may have been in the common good, at times not. It is my view that during World War Two such activity was considerably more worthwhile than it is today. Within this context I pointed out, among other things, that McGill established the first Officers' training corps in North America in 1912 and that on September 13, 1939 the Board of Governors announced the establishment of a McGill War Service Advisory Board in order to place at the disposal of the government the full power of McGill's resources.

Fetherstonhaugh's paean to McGill's military work was published by the University. The statement in the News about the atom bomb research is unembarrassed. I am quite sure that, had the government asked McGill to carry on the atomic research, it would have been quite willing to do so.

I am sorry if Mr. Yaffe assumed that I was referring to staff members and graduates working at McGill. However, it seems to me that, had I wished to suggest this, I would have spoken of twenty-two staff members or three staff members and nineteen graduate students (During the question period at the Senate meeting, Mr. Yaffe quoted me as having said the latter).

Nevertheless, if Mr. Yaffe wishes to enter the tiresome game of matching quotes, I am prepared to do so. Mr. Yaffe says that McGill placed no personnel or facilities at the disposal of the government-sponsored nuclear research. I quote from his "factual, well-documented" source: "Some of the facilities of McGill University, including the use of its library, were placed at the disposal of the Montreal groups. Working at Professor Sproule's laboratory at McGill, H. Greenwood, of Imperial Chemical Industries, experimented with alloys of uranium in efforts to discover one which would be highly resistant to corrosion under conditions in a nuclear reactor", (pages 115-116). By referring me to Eggleston, Mr. Yaffe has brought new facts to light. Citing Eggleston, Mr. Yaffe says that the "Atomic Energy Project" had no relation to bombs. The title "Atomic Energy Project" does not appear in Eggleston. Indeed, the entire first half of the book consists of a description of Canada's nuclear research during World War Two. It is made abundantly clear that this work, including that which related to reactors, was entirely directed towards the production of the bomb. It was not until 1951 that active work on nuclear power plants began in Canada (page 303).

A further small point (which has wider implications). In his second paragraph, Mr. Yaffe quotes me as having said "McGill University puts her resources and personnel at the disposal of the military," and suggests that it was in this context that I described its World War Two research. The only statement which I made resembling the one suggested by Mr. Yaffe was at the conclusion of an outline of the early history of the McGill COTC and McGill's role in World War One. In fact I said: "far from submitting to the demands of the government to contribute to the war effort, McGill seized the political initiative in putting her resources and personnel at the disposal of the military". This may be checked against the primary sources: the text of my paper and sound tapes of the Senate meeting (available from the Administration).

David Ticoll



# SPUM leader Charles Prévost Gray is a Quebec issue

Charles Prévost teaches biochemistry at l'Université de Montréal and heads le Syndicat des professeurs de l'Université de Montréal (SPUM). SPUM, which has 250 members, is a counter-organization to U de M's general staff association, a conservative group equivalent to McGill's MAUT.

Two weeks ago SPUM issued a statement in support of Stanley Gray, saying that it "is particularly disturbed at the attitude of an Administration that not only attacks academic freedom but constitutes a flagrant insult to the French Canadian nation." In the following interview, M. Prévost discusses the Gray affair, its implications for the Québec public, and the role of McGill in Québec.

The following is the second part of a series of excerpts from a lengthy report by the Students' Society executive on the Students' Society's actions during its term of office. The full report is available at the Students' Council office in the Union.



"We have fought for student-faculty parity on all departmental committees, and for a say by the public in the determination of the priorities of the university. We have great sympathy with those at McGill who are fighting for the same aims, and wish to tell them they're not alone."

Regarding the Gray affair at McGill, we at SPUM issued a communique supporting professor Gray, against the Administration at McGill.

The position we have taken stems from our own position, our own action, during the past few years. Recently, l'Université de Montréal, after student protests in the first semester, in October, there were several occasions when assemblies of various departments, and of the Senate, were interrupted by students and some professors. I was among them. We wanted to protest the closed meetings and the undemocratic composition of these bodies.

After these events, the university administration felt threatened, and tried to impose a university-wide rule banning the interruption of any university function on or off campus. This rule was highly arbitrary and it was judged by the professors in SPUM to be totally unacceptable. We are demanding the withdrawal of this rule. The situation seems very close to that at McGill at the moment, but the Mc-

Gill administration has gone very much further than de M's.

McGill's Administration is trying to institute a precedent which would be followed by other Canadian universities to try to suppress or throw out any professor is a little too radical.

Students are taking direct action to effect their ideas, and great surprise is expressed over this. If one analyses the reasons why they are forced to



"Students are realizing that in order to effect real change, change for which there is a pressing need, they also have the responsibility to act. Talk is very frequently a weapon of those who want to stymie change."

do this, one finds that speech today is virtually meaningless. We are everywhere snowed by words, and we are rapidly approaching a situation in which they get us nowhere, at least not by themselves. Students are realizing that in order to effect real change, change for which there is a pressing need, they also have the responsibility to act. Talk is very frequently a weapon of those who want to stymie change.

The questions raised by professor Gray about the position of McGill in Québec society merit being studied and examined in depth. If he had made his charges against McGill five or ten years ago, the McGill Administration might have successfully said the majority of its money came from some foundations, English corporations and the like which had the right to subsidize what they wanted to and no responsibility to account for what they were

doing to the Québec population. But even if the McGill Administration had made use of this argument, it could also have been said that the corporations supported McGill from profits they drew from Québec.

Today, McGill, like the other universities in Québec, is financed by the provincial government to the tune of 60 per cent, and by the fees of the students themselves — all of which amounts to about 80 per cent support by the population. It is just to ask therefore whether or not McGill serves the interests of the people of Québec, and if it doesn't serve them, how it should reorient itself to serve them.

It is evident that in the present situation McGill only serves the interests of a minority in Québec, and this is the English minority and those Americans who come up here. I understand that 50 per cent of McGill graduates leave Québec, mostly to English Canada, the United States, Britain or other commonwealth countries. It is evident that very many graduates don't stay in Québec and don't at all aid in its development. Or if they do aid, it's mostly their own particular development, minority interests.

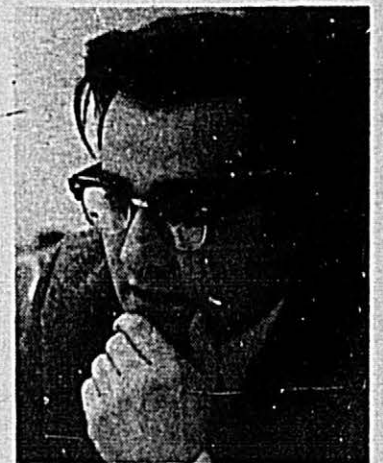
SPUM declared that it saw the actions taken by the Administration against Professor Stanley Gray as a serious insult which endangers the relations between our two nations. If the McGill Administration refuses to reply to the statements directed at McGill by Professor Gray by only discussing his actions separate from his ideas, we feel that Dr. Robertson and the Administration are turning away from their responsibility to the population of Québec.

If the McGill Administration refuses to take account of the charges of Professor Gray, charges which reflect a wide body of opinion and concern among the French public here as is demonstrated by the great interest in the French press, if it refuses to discuss the role and responsibilities of McGill to the people of Québec, and answers only by firing Professor Gray, it is evident that it will be very difficult for the Québec population to remain indifferent.

When Professor Gray speaks of

the necessity of McGill's becoming primarily a French institution, it seems evident to me and to many of my colleagues at the university that this is the only solution if the people of Québec are concerned about remaining French and deciding their own destiny.

If McGill, in this context, were to transform itself or be transformed into a French university, the solution which seems best to me is its integration into the Université de Québec. If it continues to function as a semi-public-semi-private university like U de M, it would only continue the present elitist role being played by U de M and Laval. Therefore to serve the real needs of the majority of the population,



"When professor Gray speaks of the necessity of McGill's becoming primarily a French institution, it seems evident to me and to many of my colleagues at the university that this is the only solution if the people of Québec are concerned about remaining French and deciding their own destiny."

the universities of Québec must be transformed radically. That is what is behind the continuing struggle of our membership in SPUM for democratization of the university.

We have fought for student-faculty parity on all departmental committees, and for a say by the public in the determination of the priorities of the university. We have great sympathy with those at McGill who are fighting for the same aims, and wish to tell them they're not alone.

## ROCKE MAROONED

(Apologies to  
John Lennon and  
Paul McCartney)

Somewhere in the filthy rich hills of Westmount  
There lives a young man named Locke  
Marooned  
One day his campus ran off with another guy  
Hit young Locke in the eye.  
Locke didn't like that  
He said I'm going to get that guy  
So he wrote off a letter  
And said "Dear Lecturer, you had better get better".

Rocke Marooned checked into his room  
Only to find Starowicz's bible.  
Rocke had come, equipped with his scum.  
To fire the radical who was his rival  
The rival it seems  
Had broken his dreams  
By challenging the rights of his cronies  
They ran McGill, they did almost nil,  
and everyone knew them as phonies  
Now they and their damned, who called himself Stan.  
Were in the next room at the hoedown.  
Rocke burst in, grinning a grin,  
And said Stanley boy this is a show-down.  
But Stanley was hot, he drew first and shot

And Rocke collapsed in the corner.  
The doctor came in, stinking of gin  
And proceeded to lie on the table.  
He said Rocke boy you met your match,  
Rocke said "Doc, it's only a scratch  
And I'll be better. I'll be better. Wilder,  
as soon as I am able".  
Da, da, da, da, da... da da...  
de, de... de  
Now Rocke Marooned fell back into his room  
Only to find Starowicz's bible.  
Starowicz checked out.  
He left it no doubt  
To editorialize good Stan Gray's denial  
De de de de de de  
Come on Rocke boy  
De de de de de de

Mike Rubin, BSc 3

## MCGILL DAILY

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# Actions of the Students Society — II

## THE INVOLVEMENT OF THE STUDENTS' SOCIETY IN UNIVERSITY AFFAIRS

### Reform of Structures

On June 3, 1968 Students' Council passed a 5400 word brief entitled "Statement of Position on University Government" asking for 8 student representatives on a Senate of 51, a radically recomposed Board of Governors representative of all major segments of the community as well as of students and faculty, open meetings of Senate, the Board and their committees, statutory student participation in the selection of Deans, and increased student participation at Faculty and department levels. Senate on Sept. 11 and 18, and subsequently the Board of Governors, approved a Senate having 8 students out of 65 and open meetings. The Board's composition was little changed, although a Membership Committee having the responsibility of suggesting changes was approved (not yet set up). No mention was made of student participation in the selection of Deans.

Senate refused to open its committees, and instead gave each committee, with a few notable exceptions such as the Nominating Committee, the right to decide this question by itself. At the same time it specified the manner of selection and restrictions on eligibility of student senators. The executive on Sept. 10 sent a memorandum to the Principal to be forwarded to

Senate, strenuously objecting to what was essentially an encroachment on Students' Society jurisdiction. At a meeting between the Principal and Vice-Principal (Academic) and the Executive, we were informed that Senate also intended to take from the Students' Society the right of choosing student representatives on Senate committees, now that there were (a small minority of) students on Senate. A strong resolution was passed by Council on Sept. 18 calling upon Senate to respect student rights in these areas. Subsequently Senate amended its legislation to allow the Students' Society to determine the method of selection of student senators and to continue selecting student representatives to Senate committees.

On Oct. 9 Council decided that Senators would be elected at large, with the proviso that no more than 3 could come from any one Faculty, so as to protect the smaller Faculties. It was originally intended that the executive should be members ex-officio. However, the executive and Council felt that these positions should be thrown open as wide as possible. As well, the Executive has only four of 76 student positions on Senate committees.

By the second term our involvement in university affairs had increased to the extent that it became necessary to appoint a Councillor, Norman Spector, to a major new portfolio, University Affairs Director, responsible for coordinating Students' Society efforts in this area. His job will be taken over by a University Affairs Vice-President if the new Students' Society constitution

goes through. On Feb. 4 Council sent to the Judicial Committee the question of whether or not student senators could be held accountable to Council. A legal opinion handed down on Feb. 20 maintained they could not. Council will consider, on March 4, proposals for the reform of Senate based on the last 4 months' experience of student representatives.

### The Record on Senate Committees

The following policies have in general been developed by student representatives on Senate committees, most often in cooperation with the executive, presented to Students' Council for its consideration and forwarded as amended to the committee in question. The list presented here is severely abridged, covering only several of the main items which have come to Council. Much policy is developed ad hoc on a committee without ever coming to Council; in such cases the important variable is the existence and effectiveness of student representation.

● Academic Policy Committee: Support for academic planning role for committee, use of budgetary information, creation of fulltime staff to serve both Committee and Vice-Principal (Academic), all in order to establish university priorities of growth, evaluate or initiate new departments and programs, and in general allocate resources.

● Educational Procedures Committee: Support for Donald Kingsbury's education design projects; obtained one-third student

representation on advisory selection committee for Chairman of proposed Department of Higher Education.

● Year Round Operations Subcommittee: Council passed a resolution on Oct. 16 to back in principle the creation of a trimester system at McGill, to allow for more efficient use of university facilities and admit a larger number of students; the Committee has yet to start meeting.

● University Development Committee: Students have attempted to have Committee give student housing high priority; presented Council's position in favour of student control of design, administrative and social arrangements of new university residence (see above); support for move of Faculty of Education to downtown campus; support for year-round use of university buildings (trimester system).

● University Libraries Committee: Support for open stacks policy in MacLennan Library (put into effect); stricter loan regulations for graduate students and faculty, and fines for errant faculty members (agreed to); deadlines for faculty members to hand in required course book lists, so that books can be on hand for students when courses start; support for restricted use of library students when courses start; support for restricted use of library by general public, and support in principle for 24-hour service, subject to cost considerations (to be considered by the Commit-

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tee), all the above policies adopted after being amended by Council.

● **Bookstore Committee:** The Students' Society has managed to get the following adopted: zero-profit pricing, 3% discount on all purchases, "we will not be undersold" policy, end of preferential 10% faculty discount, extra annex in Arts Building to handle peak loads in Sept.-Oct., sale of paperbacks whenever possible.

● **Committee on Communications:** Committee has agreed to the publication of detailed course calendars available to any student regardless of Faculty (outlining texts, teaching methods, work required, etc.); has also published University budget in the McGill Reporter; we have yet to make publicly available and have published information on university research, its financing and the conditions placed upon use of its results; Committee has also instructed Reporter at the insistence of student representatives to increase the size of its informational Gazette (minutes, reports etc.) and decrease the rest, and to have Senate committees and Faculties give complete minutes and records to Reporter for possible publication.

### Educational Reform

Most of the work in this area has already been outlined in the description of proposals presented to Senate and Senate committees: reorientation of courses and curriculum along lines of "critical university", adoption of pass/fail system of student evaluation, accelerated university adaptation to new cégep structures, student participation at the level of departments, Schools and Faculties in educational affairs, and in particular in the selection of executive officers and selection and promotion of academic staff, institution of comprehensive planning role for Academic Policy Com-

mittee, support for Kingsbury's education design experiments, student participation in the selection of the Chairman of McGill's proposed Department of Higher Education, publication of detailed course calendars to allow students to make fully informed, rational choices of courses.

In addition the Students' Society has through its own structures, and through recognition of and financial support for departmental associations and Faculty student society education committees, directly initiated educational change. Specifically:

● **Students' Society Education Committee** has actively considered alternative curricula and educational methods, and has initiated reasonably extensive course notes projects by which classes of students in several Faculties have (typed) lecture notes reprinted by the Students' Society, free of charge, either before or after the lecture for all members of the class, thus freeing them from taking notes.

● **The Education committee** was restructured in second term to include representatives of departmental associations and School and Faculty Societies; Students' Society Xerox, poster and printing services given free to these groups; practical experience and strategy shared between associations and the Students' Society executive; detailed ramifications of Students' Society policy on hiring and promotion of staff and its possible uses at departmental and Faculty level explained and discussed (the brief on selection and promotion was published in the McGill Daily and extra copies were mailed out to the above groups); information on McGill's adaptation of its academic programs to CEGEPs distributed through Education Committee.

● **Students' Council** financed \$3000 deficit resulting from cost of ASUS Course Guide; also printed L.U.S. (Law Undergraduate Society) course survey, free of charge.

● **Teach-in on CEGEPs** held on week-end of Feb. 7 and 8; speakers brought in from English CEGEP Dawson College, Quebec Department of Education, UGEQ and McGill; detailed information (i.e. calendars) on CEGEPs and McGill's new academic programs drawn up and distributed to high school and university students.

Most of the positions taken by the Students' Society have been described in the outline of the record on Senate and its committees: i) support for universal accessibility to higher education, creation of major second French university in Montreal, democratization and educational reform in the French CEGEPs; ii) Formulation of amendments to Bill 57 to incorporate formula financing of universities to ensure equitable distribution of government grants and to ensure student representation on Quebec's University Council; iii) Support both direct and through McGill and UGEQ, for Dawson college and the English-language CEGEP system and for McGill's adoption of a 5-year CEGEP equivalent program; iv) Support for Quebec Teacher's Union contract demands for democratisation of public school system, specific educational reforms and professional upgrading; formulation of proposal for McGill's aid to the teachers; v) Urged McGill not to discriminate against French-language CEGEP graduates; advertised in CEGEPs availability of space at McGill.

In addition we have been active in two other areas: UGEQ and the high schools. In UGEQ our main areas of activity have been the following:

### EXTERNAL AFFAIRS

● **Active moral, financial and physical support** for the many students working at "Man and His World" this summer; UGEQ, with McGill one of the two main participants managed to obtain many concessions on

hours, working conditions, pay etc. from a city administration strapped for funds and intent upon taking it out on students.

● **The October CEGEP crisis:** McGill organized a demonstration of 800-1000 students, then participated in the major UGEQ demonstration totalling 10,000 students (from 500 to 1000 from McGill) marching several miles through the streets of Montreal; government increased students loans in certain categories from \$300-600.

● **McGill managed to influence UGEQ** to change the referendum on the national question to a "consultation" on the future of Quebec, encompassing social and educational issues as well as national ones; we then managed to influence UGEQ to have the whole matter called off and sent to the upcoming Congress, since holding it would have proved extremely divisive and might have split UGEQ along ethnic lines.

● **Students' Council** dissociated the Students' Society from UGEQ's stand opposing Bill 90, the latter ensuring English-language education to immigrants desiring it.

● **Students' Society**, and in particular Vice-President Ian Hyman, has attempted to impress upon the UGEQ executive the concept of "representivity," a union accountable to the base as opposed to a student "movement"; this political and constitutional issue will come to a head at the next UGEQ Congress March 12-16, for which McGill has 45 delegates, and will take an active position in favour of a representative union.

● **It should be pointed out that McGill's CCN delegation** has only two executive members on it, out of a total of 5, the other 3 being drawn 1 each from Arts, Science and Engineering; this is in contrast to other AGEs (Students' Societies) whose delegations are composed entirely of their executives.

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Written applications are called for the positions of

**A) 2 Vice-Chairmen; B) Chairman & Vice-Chairman of Sports Promotion; C) Chairman of Athletics Night Cttee.**

Applications should be submitted to the S.A.C. Secretary, Room 15, Currie Gyn, before Friday March 14.

### McGill Biological Society OPEN MEETING

for Executive Elections  
**WEDNESDAY, MAR. 12**

1 pm Stewart S4  
Members: your attendance is obligatory

## POST-GRADUATE STUDENTS' SOCIETY

## Spring Formal

Friday, March 28

9 pm - 2 am

**Holiday Inn**

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## McGill Hillel Students' Society HAPPENINGS

**Leslie Roberts**

in a noon-hour forum

"Education in Quebec"

Thursday at 1 pm

Hillel House

Hillel Fine Arts Committee  
presents

**HERMAN HEIMLICH**

An exhibition of  
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Monday, Mar. 10 to Friday, Mar. 21

### Poésie et Discothèque

an evening of dancing and  
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Sat. March 8

Hillel House

8 pm



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## MISCELLANEOUS

**STUDENT POWER** — Frontier College is interviewing for summer jobs in adult education. Room 280, Macdonald Engineering Building. Wed. March 5.

**COME** and spend a "revolting" evening with Hardial Baines, Michael Oliver, Percy Spilberg, and Jeremy Walker, Thursday, Mar. 6 at 7:30 pm in the Union Ballroom.

**TWO DOLLARS** for an hour's work distributing questionnaires for Course Guide '69. 1 pm every day. Union 411.

**NEW MUSIC?** Where it's at! March 14-16. Redpath Hall... free.

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**BODY-PAINTING PARTY** — Females interested in participation in this art experience, be-in, happening — phone Eric 453-7312 after 8 pm — genuine interest only.

**WELSH THOMAS** — Dylan Thomas reading his poem "Wales and People" Tues. Mar. 11, 1:15 pm, L-132. Admission free.

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**TRANSCENDENTAL MEDITATION** — as taught by Maharishi Mahesh Yogi — Introductory Lecture by Mr. Jerry Jarvis — National Director of Students International Meditation Society — Friday, Mar. 7, 7:15 pm, Leacock 219.

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**OLD MCGILL** will be coming out on time this year (believe it or not). Copies will be available about May 27th at the Students' Council ticket office. (And it's better than ever!)

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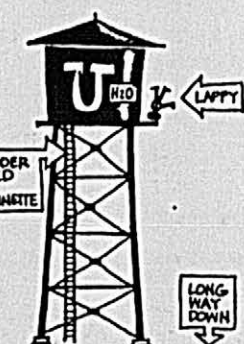
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## Contact:

Student Placement Office, 3574 University Street  
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Personnel Department  
Edmonton Public School Board

10010 - 107A Avenue EDMONTON 17, Alberta

403 - 429-5621



# CEGEP hassles just beginning

CEGEP — the year's dirtiest word. Ever since the 1964 Parent Report recommended the establishment of post-secondary "Institutes" to equalize the English and French educational systems and increase educational opportunities, McGill has realized she would have to revamp her program to fit into the new set-up.

The problem is now imminent: next year Montreal will have its first English-language CEGEP. But McGill — unaided by world-traveller (and incidentally Education Minister) Jean-Guy Cardinal and his National Union compatriots, and torn within its faculty and administration — has yet to decide how it'll handle the transitional period of changing the University from a four-year BA program to one of three years all the while taking in as many students as possible.

Today the McGill Senate, meeting out at Macdonald College, will make a decision.

For those not yet confused, read on about the obscenities of the Liberals, the National Union, the Administration — in fact, just about everybody involved.

In response to the Parent Report recommendation Jean Lesage's government set up the Comité de Planification de l'Éducation Pré-Universitaire et Professionnel (COPEPP) in which McGill participated.

During the Spring of 1966, McGill's Senate set up its own Committee on the Institutes, under Physics Prof. Elton Pounder. This planning Committee was to formulate McGill's policy on how the English CEGEPs were to be instituted. It was to take into account the suggestions made by other members of the University community, and the rest of the English community of Montreal.

In June 1966, The Union Nationale party came to power in Quebec, with Jean-Jacques Bertrand as Minister of Education. On Oct. 17, 1966, Principal Robertson wrote to Bertrand asking for a meeting between University members and the appropriate members of the government or Civil Service.

Three weeks later, the Minister replied that Principal Robertson would be advised of a meeting at "the appropriate time."

The new government created the comité mixte as a successor to COPEPP in January 1967. Its first meeting was on Jan. 27, '67 and it resulted in the CEGEPs Bill of June 1967.

By Sept. '67, several French language CEGEPs had opened their doors. The pregnancy period was short (3 months) because Colleges Classiques were available to transform. No buildings were required and none have been built.

The French language CEGEP students demonstrated their dissatisfaction with the

lack of planning last Oct. 22, with a massive march in the streets of Montreal. Poor organization and lack of space in universities for graduates were the main complaints.

McGill's Pounder Committee has been concerned with the specific and larger problem of setting up English language CEGEPs. Its first report was made on Feb. 14, 1967, when it recommended that during a transition period, the English universities would offer the equivalent to a CEGEP curriculum on

by Ernie Caron

their campuses until the government had created a sufficient number of autonomous CEGEPs. A similar proposal was made to McGill by Prof. J.H. Whitelaw of the Dept. of Education.

Principal Robertson replied to Prof. Whitelaw on Oct. 31, 1967 that McGill was prepared "to enter into an agreement with the Government of the Province of Quebec to teach the college curriculum for a transitional period "on campus, under certain conditions." The principal stated that the Senate and Board of Governors had given approval in principle to the Whitelaw proposal, "but there has not been time to consult the faculty at large."

Within the faculty of Arts and Science, people began to worry about what the administration was up to. In December 1967, Vice-Principal Oliver decided to hold a few consultative chats with the various divisions. The Vice-Principal ran into opposition in the Social Sciences Division and

some dissent in the Biological Sciences Division, over the Pounder and/or Whitelaw proposals.

In the first and apparently last meeting of all the divisions together, in the Leacock Council room, Vice-Principal Oliver made a commitment to consult with faculty at a later date before entering into any agreements with the government. This meeting of the divisions was a consultative body and not a legislative one.

On April 10, 1968, the administration returned to faculty with a proposal to accept on campus CEGEP students for a transition period. The Arts and Science faculty rejected this proposal, and substituted this with the Weldon proposal (submitted by J.C. Weldon, head of the Economics Section, and A. Asinakopulos of Economics.) Weldon proposed that McGill provide administrative personnel to help the government in setting up the English CEGEPs; that McGill NOT accept any modifications in its program at present, but that she reduce her intake of Freshmen each year as CEGEP openings are available to high school students and as places in upper years are available at McGill, for CEGEP graduates.

Last May 9th, the Pounder committee reported to Senate once again. This time, it presented the three alternatives available: the five year program, the four year plus summer program, and the four year program. The committee made no recommendation. Senate did not decide anything concerning CEGEPs and the administration proceeded with negotiations with the government.

Over the past summer, McGill approached the other English universities (and para-universities) for discussions. On July 4th, Principal Robertson forwarded to Minister of Education Jean-Guy Cardinal, on behalf of McGill, Sir George, Loyola, Bishop's, and Marianopolis, a proposal for a commission of enquiry into the problems involved in setting up the English CEGEPs. This procedure is well known around McGill as a way to get more time.

In a tersely worked statement, Educa-

tion Minister Cardinal replied on Aug. 12, "Il me paraît pas opportun de retenir cette proposition pour les raisons..." The Minister pointed out that existing government committees would do very well for the setting up of English CEGEPs.

The administration returned with a new proposal to a meeting of the Arts & Science faculty on Nov. 29, 1968. Vice Principal Oliver reported that negotiations had led to a tentative agreement that McGill accept a one generation (that is, one Freshman class that will proceed thru the prescribed two-year program) transition period of CEGEP students on campus, in exchange for approval of the funds for construction

Murray Hirsh



Smiling world traveller Jean-Guy Cardinal who passes as Education Minister in his spare time.

of the Education faculty building. The faculty was asked to approve that Principal Oliver continue negotiations with the government along these lines. This passed by a vote of 62 to 22. Vice-Principal agreed again to notify faculty of progress in the negotiations.

Three weeks ago in an interim report, Vice-Principal Oliver announced that Dawson College would be open next year and that admission to Dawson would be free. continued next page

## Open Meeting

of the

## arts and science undergraduate society

called in accordance with the Constitution and By-Laws upon petition of 200 members in good standing of the Society to discuss

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DE MONTREAL

# Five years? four?...

continued from page 11

McGill was to accept a two generation transition period and McGill CEGEP students were to pay \$400 per year. There was no draft agreement at the time.

At the Arts & Science Faculty Meeting last week, the transition period had jumped to four generations (five years) and the fees for McGill CEGEP students were up to \$450. There were still no commitments (written) from the government about when the other English CEGEPs were to open, how many students they would accept, etc.

Vice-Principal Oliver and Prof. Elton Pounder asked faculty to accept this latest proposal. Faculty refused. The motion was substituted with the Weldon Proposal of last April 10th. The Weldon proposal was adopted by a vote of 66 to 46.

What are the reasons behind faculty's latest decision? Prof. Saul Frankel, one of McGill's chief negotiators with the provincial government stated it bluntly at the Feb. 24 meeting of faculty: the "transition only" argument about having CEGEP students on campus is false. The government is in bad financial shape and is not likely to build the required number of English CEGEPs. Once McGill accepts 2800 CEGEP students next year, she has no reason to not do the same in following years. This is a more than likely situation that we will face next year. Further, if the transition period is for any protracted length of time, it will be difficult for McGill to refuse to integrate her curriculum with the government-run CEGEPs, although she's been promised curriculum autonomy.

Professors Weldon and Asimakopulos have studied the problem of efficiency of the two proposals. For University professors to teach a college curriculum is obviously a waste of funds. McGill professors have higher salaries than will the teaching staff at Dawson College. It is unlikely that the government would continue this form of indirect subsidy for very long.

The government gives as its reason for setting up the CEGEPs: to provide to the largest possible number of people, a post secondary training, that will enable them to continue studies at University or to enter the labour market. Surely the government

*The positions as they now stand are clear. The administration is willing to offer a CEGEP and University program for the next four generations of high school graduates. The first year entrants have been scaled down so that the total enrollment on campus will not increase significantly. There is as yet no assurance that the other English CEGEPs will be built, and so the enrollment problem is thus put off for a year or two.*

*The Weldon proposal, the one endorsed by the Arts and Science Faculty is that McGill accept high school graduates for a four year BA program as at present until the government builds and opens the new CEGEPs to English high school graduates. As the CEGEPs are opened, McGill would accept progressively fewer first year students, and progressively more CEGEP graduates into BA2 (which becomes University 1).*

*Senate meets this afternoon (2 pm) at Macdonald College to decide what McGill's final position will be: the rejected administration position is on the agenda.*

will not object to McGill training the larger number of people which is possible with the four year B.A. program.

The problems involved in curriculum changes are enormous. It is unreasonable to expect the faculty to have a well organised set of programs for next fall. What energies we have at McGill to effect curriculum changes are surely wasted on a short term transition. Professor Ingerman of Economics has argued that this transition period is the appropriate time for McGill to begin

offering her introductory courses in French. By devoting our efforts to making French students welcome and at home on campus, we would be better serving the province that pays for us, and really ourselves, because the presence of CEGEP graduates here at McGill will help McGill adapt to the new environment in Quebec. Aware people at McGill realise the potential dangers in remaining isolated. Arts and Science Associate Dean Stansbury told the Feb. 24 faculty meeting that at present McGill's classroom facilities are being utilised only to 54% of their capacity. Without regard to how many students are in any room, McGill classrooms are empty for 46% of the time based on a 44 hour per week utilisation. Professor Ingerman's point about McGill accepting more CEGEP graduates is well taken.

The administration says that for McGill to have a four year program, when French students have a five-year program has disadvantages. The administration is willing to accept CEGEP students if they pay \$450 per year instead of \$650 for their first year as at present.

The five year program has one distinct advantage. It will increase the per capita subsidy to McGill. College and University studies are subsidised at different rates. If McGill were to continue as at present, the 1st and 2nd years would receive subsidies based on the college rate. If the five year program were implemented, the college years would get the college rate, but all three upper years would be subsidised at the higher rate.

The administration refused to consider seriously the Weldon proposal made by the Arts and Science faculty at its April 10, 1968 meeting. Vice-Principal Oliver was present, yet his position and that of Prof. Pounder's was unchanged after that meeting.

Last week, faculty reaffirmed its support for the four-year program. This afternoon (2 pm) Senate meets out at Macdonald College, (another contentious area in the current CEGEP-or-no-CEGEP hassle). The first item on the agenda? A five year proposal re: CEGEPs.



If the government doesn't act positively on the basic beefs of CEGEP students who barricaded themselves into their buildings this fall, they will get into the same trouble and worse.



Last October, CEGEP students demonstrated their dissatisfaction with the poor planning in their schools. The government still hasn't learned its lesson and is stalling

McGill in an attempt to adapt itself. McGill, meanwhile, still hasn't decided what it wants to do with graduates from CEGEPs who apply for university...